CHINESE
JAPANESE

MIDDLEBURY COLLEGE BULLETIN

1974

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GENERAL INFORMATION

INTRODUCTION: Middlebury College has a summer Intensive Language Program for beginning and intermediate students of French, German, Italian, Russian and Spanish. Its Summer Schools of Chinese and Japanese offer intensive instruction for beginning, intermediate and advanced students. And its five Western language schools—French, German, Italian, Russian and Spanish—offer summer courses for advanced undergraduates and graduate students. In addition the College operates graduate schools in France, Germany, Italy and Spain during the academic year.

DATES: Oriental Schools 15 June to 16 August 1974

SIZE AND COMPOSITION: Chinese—100 students; Japanese—70 students. Both coed, open to undergraduates, graduate students, graduates. First-year students are admitted on evidence of serious interest and dependable academic performance in any study. Others are admitted on evidence of successful study in the language, or of proficiency, however acquired. Level of instruction for advanced students will be determined by a placement test to be given at the beginning of the session.

DEGREE PROGRAMS: None, but the courses will fulfill language requirements of other institutions, provide training for academic degrees, or meet other career goals.

COURSE LOADS, CREDITS, GRADES: Students may enroll in one course only. Each course grants ten semester hours of credit. The Director may permit pass/fail grading; otherwise, letter grades will be assigned.

DEADLINES: Students are encouraged to apply early, since space in the schools is limited. No applications for the Chinese School can be considered after 30 May. **Deadline for requesting a financial aid application is 21 January 1974; forms must be returned to the Financial Aid Office before 15 February.**

FEES: Tuition, $700; Room, $185; Board, $300.

Refunds: No refund is made in the case of withdrawal.

Pre-Registration Deposit: When accepted, an applicant is asked to pay a *non-refundable* deposit of $50 to be applied to charges of the summer session. An applicant is considered registered only after paying this deposit.

Method of Payment: Statements are mailed in late May and must be paid in full before classes begin.

Insurance: The College provides a plan of medical reimbursement for the expenses arising from an accident. Reimbursement may be made up to a maximum of $500 for each accident. The plan is broad in scope and covers all accidents wherever the student may be, while the summer school is in session.

Transcripts: One official transcript of a summer's work will be issued without charge on written request to the Registrar. A fee of $1.00 is charged for each additional transcript. To students who are financially indebted to the College, no transcript will be issued until satisfactory arrangements have been made with the Comptroller.

Financial Aid: Funds for scholarships, grants and work aid (primarily waiterships) are limited, and competition among applicants with demonstrated need is keen. Requests for financial aid should be made when applying for admission.

Most states now sponsor and guarantee their own student loan program with the Federal government. Students who are interested should apply through their local bank.

Banking: There are two banks located in Middlebury's business section; both cooperate fully with students in the matter of opening checking accounts and cashing personal checks. Students may make arrangements to cash personal checks up to $15 in the College Store on campus.

HEALTH SERVICES: A full-time physician, assisted by a registered nurse, holds regular office hours at the infirmary, and is on emergency call at all times. This service is free to all students. When a student's illness requires continued medical services, the student assumes all financial obligations. The tuition fee does include an *accident* insurance policy with limited coverage. Special diets cannot be provided.

HOUSING—OFF CAMPUS: Formal written permission from the Director must be received for off-campus living. The intensive nature of the program, together with the language pledge, make a summer session at Middlebury incompatible with a family vacation, and students are discouraged from having their families come to the Middlebury area for the summer.

LAUNDRY AND LINEN: Students furnish their own linen and blankets. A linen-rental service furnishes blankets, sheets, pillowcases and towels once a week for a reasonable charge. Details are provided to accepted students. Dormitories have coin-operated washers and dryers.

PLEDGE: The unifying feature of the "Middlebury method" has been the firm commitment of each student and staff member "to use only the language of the School during the entire session, wherever he or she may be." This tradition—from which only beginning students of Chinese and Japanese are exempt—has contributed significantly to both individual and group success in each School: and willingness to maintain this tradition is a measure of the student's motivation to take maximum advantage of opportunities offered in and out of class.

TRANSPORTATION TO MIDDLEBURY: Students not arriving by car will find convenient bus (via Greyhound or

Vermont Transit Lines) and air (via Burlington International Airport) connections. There is no railroad passenger service to Middlebury.

VETERANS ADMINISTRATION (VA) PROGRAM: Students eligible for benefits under the Veterans Readjustment Benefits Act may obtain an application for a Program of Education from their regional VA Office. On the basis of the information given on the application, the VA will issue a Certificate of Eligibility which must be presented to the summer school at the time of registration.

If the student is presently attending another institution, he should complete a form requesting a change of place of training. A student who has previously attended Middlebury with veterans benefits need only report to the Summer School office.

Questions regarding VA benefits should be directed to Mrs. Marjorie Grant, Language Schools.

For *application and financial aid form* (specify if both are desired), write:

Harriett S. Craven
(Japanese)(Chinese) Language School
Sunderland Language Center
Middlebury College
Middlebury, VT 05753

FACULTY: 1974 CHINESE SCHOOL

HELEN T. LIN, *Director;* Chairman and Associate Professor of Chinese, Wellesley College

JUNG-LANG CHAO: Lecturer in Chinese, University of Hamburg; Middlebury College Summer School of Chinese, 1967, 1968.

T'IEN-K'UN KUO: Assistant Professor of Chinese, Connecticut College,

I-CH'ENG LIANG: Assistant Professor of Chinese, University of Detroit.

JAMES R. PUSEY: Assistant Professor of Chinese Studies, Bucknell University.

MRS. NAI-YING Y.T'ANG: Lecturer in Chinese, Princeton University.

CHINESE 1. Beginning Chinese

By an eclectic approach to the selection of course materials, the student in Chinese 1 is able to benefit from the strong points of three leading trends in contemporary Chinese language teaching developed over the past several decades. A firm grounding in phonetics of Mandarin is laid by devoting the first days' study entirely to basic pronunciation and to mastery of the Gwoyeu Romaatzyh romanization system as contained in the *Mandarin Primer.* Students are ex-

pected to spend at least three hours daily in the language laboratory. Also, very simple vocabulary and usage will be introduced for daily use on campus.

During the following weeks, the first eleven text lessons of the *Mandarin Primer* form the core of the introduction to grammar and vocabulary. The typically Pekingese flavor of certain colloquialisms in the text is especially timely, in view of recent renewed interest in travel to the Chinese capital.

A second trend in modern Chinese language teaching represents the accumulated experience of several decades of research and teaching of elementary Chinese in America, and particularly at Middlebury, in the form of sentence pattern analysis materials and tapes, which are integrated with the *Mandarin Primer* lessons. Daily work, outside of the four class hours, requires approximately five more hours of study, including time in the language laboratory.

As the term progresses, a third, and most recent, trend plays a more prominent role in the course, with the introduction of simplified characters and vocabulary taken from *Elementary Chinese* published in Peking in 1972.

The final week of the course will be devoted to: 1) review; 2) learning other romanization systems, in order to facilitate use of other textbooks in second-year courses; 3) reviewing vocabulary introduced in beginning textbooks other than *Mandarin Primer.*

The medium of instruction throughout the course will gradually shift from English to Chinese. By the end of the session, students should have gained a mastery of basic grammatical constructions for reading and speaking, have an active vocabulary of at least 1000 words, and be able to recognize and write 600 characters.

TEXTBOOKS: Y.R. Chao, *Mandarin Primer,* Harvard University Press, both romanization and character texts. The Chao text will be supplemented with various materials prepared at Harvard University by R.C. Pian and at Princeton University by J.L. Norman. T.T. Ch'en, *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese,* Princeton University, Chinese Linguistics Project. *Elementary Chinese,* Commercial Press, Peking, 1972.

CHINESE 2A. Advanced Elementary Chinese

Emphasizing both the aural-oral approach and the reading of Chinese character text, this course will cover *Study in Taiwan, Twenty Lectures in Chinese Culture,* and *Chinese Reader (I and II).* The course will be taught primarily in Chinese and is open to students with active knowledge of at least 300 characters. At the end of the course students should be able to recognize about 1800 characters and to write at least 900 from memory. They should be able to speak with some fluency on conversational topics and to write short compositions.

Assignments include: 1) translation; 2) composition; 3) sentence patterns; 4) using Chinese to explain the meanings of Chinese idioms and phrases; 5) sentence completion. Daily work outside of class, including time spent in the language laboratory, requires approximately five hours.

TEXTBOOKS: *Chinese (I and II)*, Commercial Press, Peking 1972. *Study in Taiwan*, compiled and revised by Helen T. Lin, Wellesley College, 1970. *Twenty Lectures on Chinese Culture, an Intermediary Chinese Textbook* (text and exercise book), by P.P. Huang et al., Yale University Press, 1967.

CHINESE 2B. Intermediate Chinese

While continuing the audio-lingual approach, this course will emphasize the reading of Chinese character texts (both standard and simplified characters). The first part of the course will cover selections from *Chinese Reader (I and II)*, *Tarn Butyng*, and *Twenty Lectures on Chinese Culture*, with the second part shifting to the reading of newspaper selections, essays, and short stories in modern Chinese. The course will be taught primarily in Chinese and is open to students with active knowledge of at least 600 characters. At the end of the course students should be able to recognize 2000 characters and to write at least 1100 from memory. They should be able to speak with some fluency on conversational topics, to write short compositions and to read current newspapers and articles by modern authors with the aid of a dictionary.

Assignments include: 1) translation; 2) composition; 3) sentence patterns; 4) using Chinese to explain the meanings of idioms and phrases; 5) sentence completion. Daily work outside of class, including time spent in the language laboratory, requires approximately five hours.

TEXTBOOKS: *Chinese Reader (I and II)*, Commercial Press, Peking, 1972. T.T. Ch'en, *Tarn Butyng and Conversational Materials for Beginning and Intermediate Chinese*, Princeton University, Chinese Linguistic Project, 1967. P.P. Huang et al., *Twenty Lectures on Chinese Culture, an Intermediate Chinese Textbook* (text and exercise book), Yale University Press, 1967. Selected brief modern Chinese essays and short stories.

CHINESE 3. Advanced Chinese (Modern Chinese)

This course aims at further development of overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern vernacular literature: essays, short stories, and plays; 3) contemporary materials: political writings from the People's Republic of China and from newspapers. Classes will be conducted entirely in Chinese. Individual laboratory exercises will be required daily.

In addition to the 15 class hours weekly, students are also occupied approximately five hours daily with vocabulary review, sentence patterns and translation, preparation of class materials, listening to lesson tapes, recorded dictation exercises, individual meetings with teachers, preparing for quizzes, and composition writing.

TEXTBOOKS: W.S. Chi, *Readings in Chinese Communist Ideology* (selections), and *Readings in the Chinese Communist Cultural Revolution* (selections), University of California Press. Mills and Ni, *Intermediate Reader in Modern Chinese*, Cornell University Press.

William Lyell, *The Lu Hsun Reader*, Yale University Far Eastern Publications. Liu and Li, *Readings in Contemporary Chinese Literature*, Yale University Far Eastern Publications. Selected modern Chinese short stories, plays and articles, Chinese academic journals, newspapers and periodicals.

CHINESE 4. Classical Chinese

An introduction to classical Chinese, this course is open to students who have no wenyan training but who have completed at least two years of modern Chinese. Except for occasional explanations of difficult grammatical constructions, the course will be conducted entirely in Chinese. While the prime emphasis of the course is training in the reading of wenyan, students will have ample oral and written practice to enable them to maintain proficiency in these aspects of the language. Moreover, students will have equal opportunity to improve their reading of bairhuah, as explications of the texts will be provided in written bairhuah as well as through lectures. Laboratory tapes will accompany all of the lessons as an aid to assimilation of the texts.

Assignments include: 1) translation from classical into modern Chinese, and vice versa; 2) writing sentences with classical Chinese expressions; 3) grammatical practice (usage of particles and analysis of sentence structure); 4) compositions in both classical and modern Chinese. Daily work outside of class, including time spent in the language laboratory, requires approximately five to six hours.

TEXTBOOKS: Y.C. Liu, *Fifty Stories*, Lund Humphries, London. Selections from *Analects, Mencius,* and *Shih-Chi* supplemented by materials prepared at Princeton University.

CHINESE 5. Readings in Chinese Culture

The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history.

Designed for students with at least three years of Chinese, and preferably with an elementary knowledge of classical Chinese, the course will be conducted exclusively in Chinese. As this is essentially still a language course, emphasis will be placed upon developing to a high level of proficiency the written, spoken, and reading skills of students. Particular emphasis on the development of writing ability will be achieved through completion of a weekly essay or translation of English articles which will be corrected and explicated in individual diagnostic sessions.

In addition to the weekly essay or translation, there will be a term paper, the topic of which is to be determined by the student's individual interest. A group discussion on current affairs is conducted on a weekly basis.

Daily written exercises are based on the material discussed in class. These exercises include answering questions put by the instructor, translations from classical into modern Chinese, and various exercises for retention of vocabulary items. Daily work outside of class, including time spent in the language laboratory, requires approximately five hours.

FACULTY: 1974 JAPANESE SCHOOL

HIROSHI MIYAJI, *Director:* Associate Professor of Japanese Studies, University of Pennsylvania.

SUSUMU NAGARA: Associate Professor of Japanese, University of Michigan.

HIROKO C. QUACKENBUSH: Assistant Professor of Japanese, Ohio State University.

MATSUO SOGA: Associate Professor of Japanese, University of British Columbia.

JAPANESE 1. Elementary Japanese

The course aims to teach the basic grammatical structure and vocabulary of modern colloquial Japanese (Tokyo speech) through aural-oral drills and exercises. Sufficient written materials will be added by gradually introducing *kana* and *kanji*. Audio-visual materials—tapes, records, slides—will aid students in learning the language in a socio-cultural context, and encourage them in free conversation. Homework is assigned primarily for the development of speech skills and reinforcement of materials covered in class. Assignments consist of: 1) listening to and practice on tapes (of primary importance); 2) memorization of conversations in the text; and 3) writing short sentences using *kanji* and *kana* based on grammatical points introduced in class. Daily work outside the class requires an average of four to five hours.

Instruction is given in English at the beginning, but the medium will be shifted to Japanese as the course advances; maximum use of Japanese is expected.

At the end of the session, students should have mastered the basic grammatical structure of modern colloquial Japanese, with an active vocabulary of approximately 1500 words, and a good command of *kana* and at least 200 *kanji*. They should be able to carry on basic daily conversation with little difficulty, and should have a good grasp of the socio-cultural background of modern Japanese.

TEXTBOOKS: Jorden, Eleanor H., *Beginning Japanese*, Parts 1 and 2, Yale University Press (with tapes). Sakade, Florence, *A Guide to Reading and Writing Japanese* (rev. ed.), Tuttle Co.

JAPANESE 2. Intermediate Japanese

The course aims to give a thorough mastery of modern colloquial Japanese grammar (Tokyo speech) by a consistent review and reinforcement of major grammatical points in the Jorden text (listed under Japanese 1), and control of a more advanced vocabulary through aural-oral drills, readings, and written exercises. The emphasis will be increasingly on reading and writing, but oral exercises will also be given. Use of audio-visual materials will enable students to learn the language in a socio-cultural context, and will encourage them to carry on free conversation. Homework assignments are designed to help students improve speech

skills and reinforce vocabulary, *kanji,* and grammar. Daily work outside the class requires an average of four to five hours.

Nearly all class work will be conducted in Japanese. Expanded aural-oral practice includes use of tape recordings of Japanese radio and television programs.

By the end of the session, students should have a good knowledge of modern Japanese grammar, improved fluency in daily conversation, skill in the use of basic reference materials, the ability to read and write approximately 850 *kanji,* and to write short essays. Students will also be encouraged to do as much collateral reading as possible in English, in order to enhance their understanding of the socio-cultural background of modern Japanese.

TEXTBOOKS: Required: Hibbett and Itasaka: *Modern Japanese: A Basic Reader,* Vols. 1 and 2 (rev. ed.), Harvard University Press (with tapes). **Recommended:** Sakade, Florence, *A Guide to Reading and Writing Japanese* (rev. ed.), Tuttle Co. *New Concise Japanese-English Dictionary,* Sanseido, Tokyo. *The Modern Reader's Japanese-English Character Dictionary,* (rev.ed.), Nelson (ed.), Tuttle Co.

JAPANESE 3. Advanced Japanese

The course aims to further students' reading ability, including speed, especially in modern Japanese expository writings. Also, the course is designed to advance students' skill in using more sophisticated vocabulary through oral discussion and composition. The readings for the course cover a wide range of topics: history, social sciences, Sinology, essays and novels. Students will be exposed to readings in journalese. Homework assignments are aimed at the improvement of speech skills and reading speed and the reinforcement of vocabulary and idiomatic structures. Also, four compositions and one substantial translation of a material chosen by the student are required. These are intended to 1) improve the students' command of grammar and vocabulary; and 2) develop translation techniques. Daily work outside the class requires an average of four to five hours.

Expanded aural-oral practice includes extensive use of of Japanese radio and television programs on tapes.

By the end of the session, students should be able to read modern Japanese materials with reasonable speed, to handle various reference materials with dexterity, and to read and write at least all *tooyoo kanji* (1850). Students should be able to carry on daily conversations with less difficulty. In order to achieve a high level of aural-oral ability, students listen to specially prepared advanced comprehension passages, and record their answers to test questions on the tapes during individual laboratory work. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and weekly magazines. In addition, they will be encouraged to read books on Japanese studies in English in order to increase their understanding of the socio-cultural background and conditions of contemporary Japan.

TEXTBOOKS: Required: Shimmura Izuru, et al. (ed.), *Kootoogakkoo Gendai Kokugo*, Vols. 1-3, Tokyo, Shoogaku Tosho; and other selections from writings of representative authors and scholars in various disciplines. Recommended: Shimmura Izuru (ed.), *Koojien* (rev. ed.), Tokyo, Iwanami Shoten, 1967. Morohashi, Tetsuji et al. (ed.), *Shin Kan-Wa Jiten*, Tokyo Daishukan Shoten, 1963. Katsumata, Senkichiro (ed.), *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha, 1954.

JAPANESE 4. Advanced Readings and Seminar on Japanese Culture

This course is designed for advanced graduate and undergraduate students in Japanese. The prerequisite is at least three or more years of Japanese training. The course will be divided into a number of units of a few weeks duration. Each unit will focus on readings and discussion on one of various disciplines, such as History, Literature, Philosophy, Religion, and so forth, in response to students' interests and needs. The course will be conducted exclusively in Japanese. It will demand a high level of proficiency in all four language skills and aims toward improving them. New emphasis will be placed on the development of writing ability, and students are expected to write four or five long essays which will be corrected and explicated in individual diagnostic sessions. Students will also be expected to participate in and contribute to the school dramatic activities. They will be expected to help students on lower levels in their study through practice teaching. By the end of the session students should have greater fluency in daily conversation and the ability to discuss academic subjects with ease. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and weekly magazines. Daily work outside the class requires an average of four to five hours.

TEXTBOOKS: A selection of articles from various disciplines. Recommended Dictionaries: Shinmura, Izuru (ed.), *Kooji en* (rev. ed.), Tokyo, Iwanami Shoten, 1967. Morohashi, Tetsuji, et al. (eds.), *Shin kan-wa jiten*, Tokyo, Daishukan Shotan, 1963. Katsumata, Senkichiro (ed.), *Kenkyusha's New Japanese/English Dictionary*, Tokyo, Kenkyusha, 1954. Bunkatcho (Agency for Cultural Affairs), *Gaikokujin no Tame no Kihongo Yoorei jiten* (Dictionary of Basic Japanese Usage for Foreigners), Tokyo, Bunkatsho, 1971. These dictionaries may be purchased at the school.

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